

# 40 Developmental Assets™

Search Institute<sup>SM</sup> has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category		Asset Name and Definition
External Assets	Support	<ol style="list-style-type: none"> <li><b>Family Support</b>-Family life provides high levels of love and support.</li> <li><b>Positive Family Communication</b>-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li><b>Other Adult Relationships</b>-Young person receives support from three or more nonparent adults.</li> <li><b>Caring Neighborhood</b>-Young person experiences caring neighbors.</li> <li><b>Caring School Climate</b>-School provides a caring, encouraging environment.</li> <li><b>Parent Involvement in Schooling</b>-Parent(s) are actively involved in helping young person succeed in school.</li> </ol>
	Empowerment	<ol style="list-style-type: none"> <li><b>Community Values Youth</b>-Young person perceives that adults in the community value youth.</li> <li><b>Youth as Resources</b>-Young people are given useful roles in the community.</li> <li><b>Service to Others</b>-Young person serves in the community one hour or more per week.</li> <li><b>Safety</b>-Young person feels safe at home, school, and in the neighborhood.</li> </ol>
	Boundaries & Expectations	<ol style="list-style-type: none"> <li><b>Family Boundaries</b>-Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li><b>School Boundaries</b>-School provides clear rules and consequences.</li> <li><b>Neighborhood Boundaries</b>-Neighbors take responsibility for monitoring young people's behavior.</li> <li><b>Adult Role Models</b>-Parent(s) and other adults model positive, responsible behavior.</li> <li><b>Positive Peer Influence</b>-Young person's best friends model responsible behavior.</li> <li><b>High Expectations</b>-Both parent(s) and teachers encourage the young person to do well.</li> </ol>
	Constructive Use of Time	<ol style="list-style-type: none"> <li><b>Creative Activities</b>-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li><b>Youth Programs</b>-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li><b>Religious Community</b>-Young person spends one or more hours per week in activities in a religious institution.</li> <li><b>Time at Home</b>-Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>
Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> <li><b>Achievement Motivation</b>-Young person is motivated to do well in school.</li> <li><b>School Engagement</b>-Young person is actively engaged in learning.</li> <li><b>Homework</b>-Young person reports doing at least one hour of homework every school day.</li> <li><b>Bonding to School</b>-Young person cares about her or his school.</li> <li><b>Reading for Pleasure</b>-Young person reads for pleasure three or more hours per week.</li> </ol>
	Positive Values	<ol style="list-style-type: none"> <li><b>Caring</b>-Young person places high value on helping other people.</li> <li><b>Equality and Social Justice</b>-Young person places high value on promoting equality and reducing hunger and poverty.</li> <li><b>Integrity</b>-Young person acts on convictions and stands up for her or his beliefs.</li> <li><b>Honesty</b>-Young person "tells the truth even when it is not easy."</li> <li><b>Responsibility</b>-Young person accepts and takes personal responsibility.</li> <li><b>Restraint</b>-Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
	Social Competencies	<ol style="list-style-type: none"> <li><b>Planning and Decision Making</b>-Young person knows how to plan ahead and make choices.</li> <li><b>Interpersonal Competence</b>-Young person has empathy, sensitivity, and friendship skills.</li> <li><b>Cultural Competence</b>-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li><b>Resistance Skills</b>-Young person can resist negative peer pressure and dangerous situations.</li> <li><b>Peaceful Conflict Resolution</b>-Young person seeks to resolve conflict nonviolently.</li> </ol>
	Positive Identity	<ol style="list-style-type: none"> <li><b>Personal Power</b>-Young person feels he or she has control over "things that happen to me."</li> <li><b>Self-Esteem</b>-Young person reports having a high self-esteem.</li> <li><b>Sense of Purpose</b>-Young person reports that "my life has a purpose."</li> <li><b>Positive View of Personal Future</b>-Young person is optimistic about her or his personal future.</li> </ol>

# **Developmental Assets: A Profile of Our Youth**

Results from the Search Institute Survey  
*Profiles of Student Life: Attitudes and Behaviors*

Fall, 2010



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## Strategy 2

**We will aggressively confront the social and emotional issues of our community.**

- Track students' developmental strengths based on the Search Institute's "40 Developmental Assets" in order to identify students in need, determine program requirements, and evaluate program effectiveness."



### **November 2, 2010**

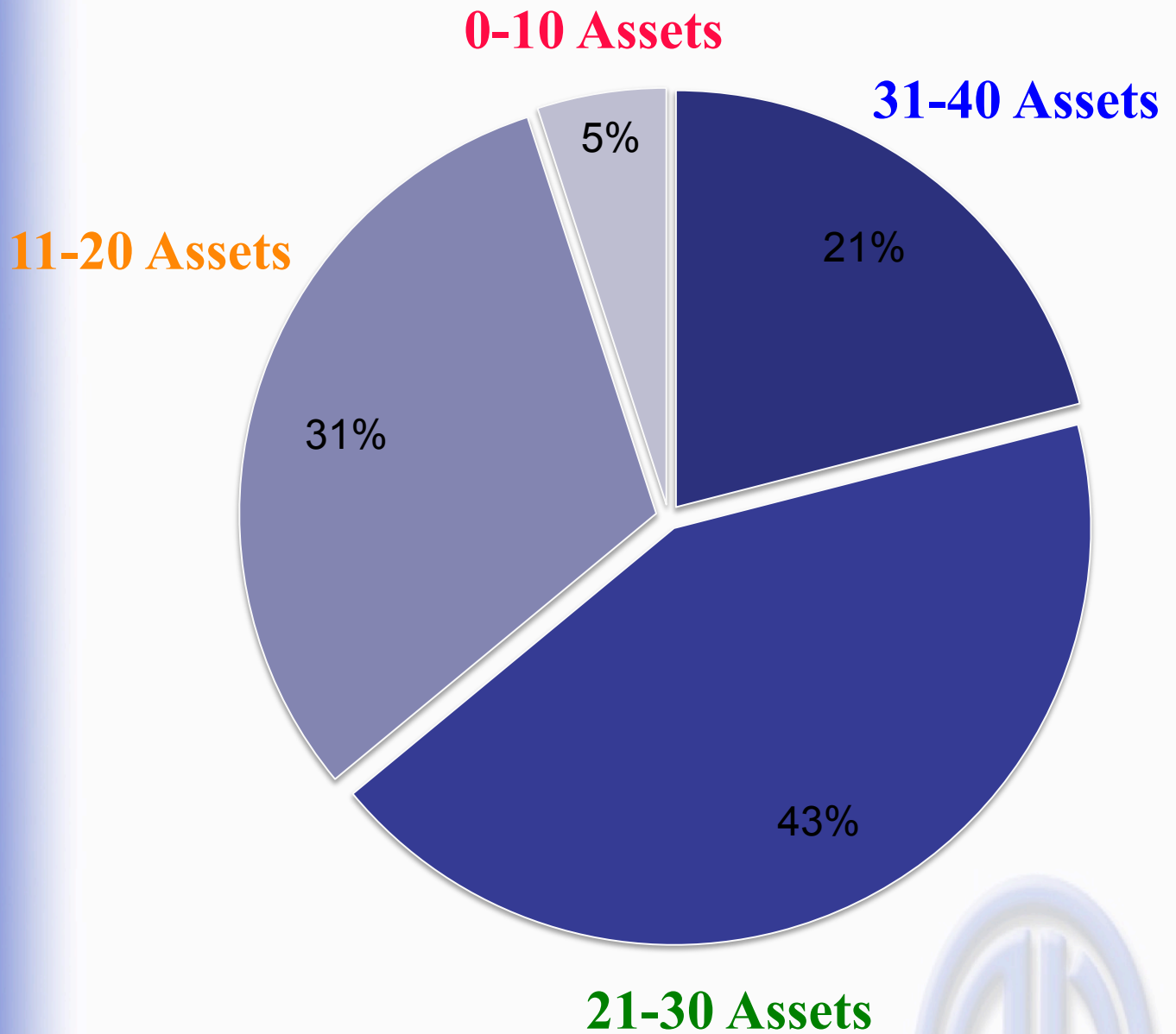
- Grade Level Administration in Auditorium
- 1.5 hours per grade level
- 87% of 7<sup>th</sup> Grade
- 56% of 9<sup>th</sup> Grade
- 57% of 11<sup>th</sup> Grade

### **Discarded Surveys**

- 1 of 744



# AHISD Composite Asset Count



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# External Assets

## Support

1	Family Support	Family life provides high levels of love and support.	<b>82</b>
2	Positive Family Communication	Young person and his or her parents communicate positively and young person is willing to seek parents' advice and counsel.	<b>38</b>
3	Other Adult Relationships	Young person receives support from three or more non-parent adults.	<b>60</b>
4	Caring Neighborhood	Young person experiences caring neighbors.	<b>50</b>
5	Caring School Climate	School provides a caring, encouraging environment.	<b>45</b>
6	Parent School Involvement	Parents are actively involved in helping young person succeed in school.	<b>45</b>

## Empowerment

7	Community Values Youth	Young person perceives that adults in the community value youth.	<b>34</b>
8	Youth as Resources	Young people are given useful roles in the community	<b>41</b>
9	Service to Others	Young person serves in the community one hour or more per week.	<b>58</b>
10	Safety	Young person feels safe at home, school, and in the neighborhood.	<b>50</b>

## Boundaries and Expectations

11	Family Boundaries	Family has clear rules and consequences and monitors the young person's whereabouts.	<b>53</b>
12	School Boundaries	School provides clear rules and consequences.	<b>59</b>
13	Neighborhood Boundaries	Neighbors take responsibility for monitoring young people's behavior.	<b>55</b>
14	Adult Role Models	Parents and other adults model positive, responsible behavior	<b>44</b>
15	Positive Peer Influence	Young person's best friends model responsible behavior.	<b>74</b>
16	High Expectations	Both parents and teachers encourage the young person to do well.	<b>59</b>

## Constructive Use of Time

17	Creative Activities	Young person spends three or more hours per week in lessons or practice in music, theater, or the arts.	<b>24</b>
18	Youth Programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations	<b>76</b>
19	Religious Community	Young person spends one or more hours per week in activities in a religious institution.	<b>72</b>
20	Time at Home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	<b>76</b>



# Internal Assets

## Commitment to Learning

21	Achievement	Young person is motivated to do well in school.	82
22	School Engagement	Young person is actively engaged in learning.	65
23	Homework	Young person reports doing at least one hour of homework every school day.	73
24	Bonding to School	Young person cares about his or her school.	78
25	Reading for Pleasure	Young person reads for pleasure three or more hours per week.	31

## Positive Values

26	Caring	Young person places high value on helping other people.	58
27	Equality and Social Justice	Young person places high value on promoting equality and reducing hunger and poverty.	60
28	Integrity	Young person acts on convictions and stands up for his or her beliefs.	71
29	Honesty	Young person tells the truth even when it is not easy.	70
30	Responsibility	Young person accepts and takes personal responsibility.	68
31	Restraint	Young person believes it is important not to be sexually active or to use alcohol or drugs.	55

## Social Competencies

32	Planning and Decision-Making	Young person knows how to plan ahead and make choices.	36
33	Interpersonal Competence	Young person has empathy, sensitivity, and friendship skills.	48
34	Cultural Competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	44
35	Resistance Skills	Young person can resist negative peer pressure and dangerous situations.	52
36	Peaceful Conflict Resolution	Young person seeks to resolve conflict non-violently.	58

## Positive Identity

37	Personal Power	Young person feels he or she has control over “things that happen to me.”	50
38	Self-Esteem	Young person reports having a high self-esteem.	52
39	Sense of Purpose	Young person reports that “my life has a purpose.”	68
40	Positive View of Personal Future	Young person is optimistic about his or her personal future.	80

### **Moving Forward**

- **Planning with Principals and Counselors**
- **Staff Presentations**
- **5 Evening Presentations (1 per School)**
- **Day Care Overviews**
- **District/School Goal Setting**

### **Potential Opportunities**

(Strength-Based Model)

- **Leadership (Youth as Resources)**
- **Service Learning**
- **Safety (Culture of Mistreatment)**
- **Parent Education (Role Models)**
- **Community Character Focus (Businesses)**
- **Collaborative Projects (centered around specific Asset categories)**





# AHISD Parent Presentation

## Developmental Assets: A Profile of Our Youth

Results from the Search Institute Survey:  
*Profiles of Student Life: Attitudes and Behaviors*

This workshop is designed to provide parents in the Alamo Heights community with research from the Search Institute which supports healthy development in children and teens. As part of our district strategic planning process, this past fall, we administered a survey to a portion of our 7<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup> grade students. The results from this survey will be shared, along with implications for the adults with whom our students interact.

The workshop will be offered at each of the campuses in Alamo Heights. Parents are strongly encouraged to attend one of the sessions. Child care will be offered at the elementary schools.

Presenters:	Dan St. Romain, Behavior Consultant Campus Counselors
Time:	6:00-8:00 pm
Contact:	dstromain@ahisd.net or 832-5900

March 31	Alamo Heights Junior School
April 7	Cambridge Elementary
April 26	Howard Early Childhood Center
May 5	Woodridge Elementary
May 10	Alamo Heights High School

# Questions

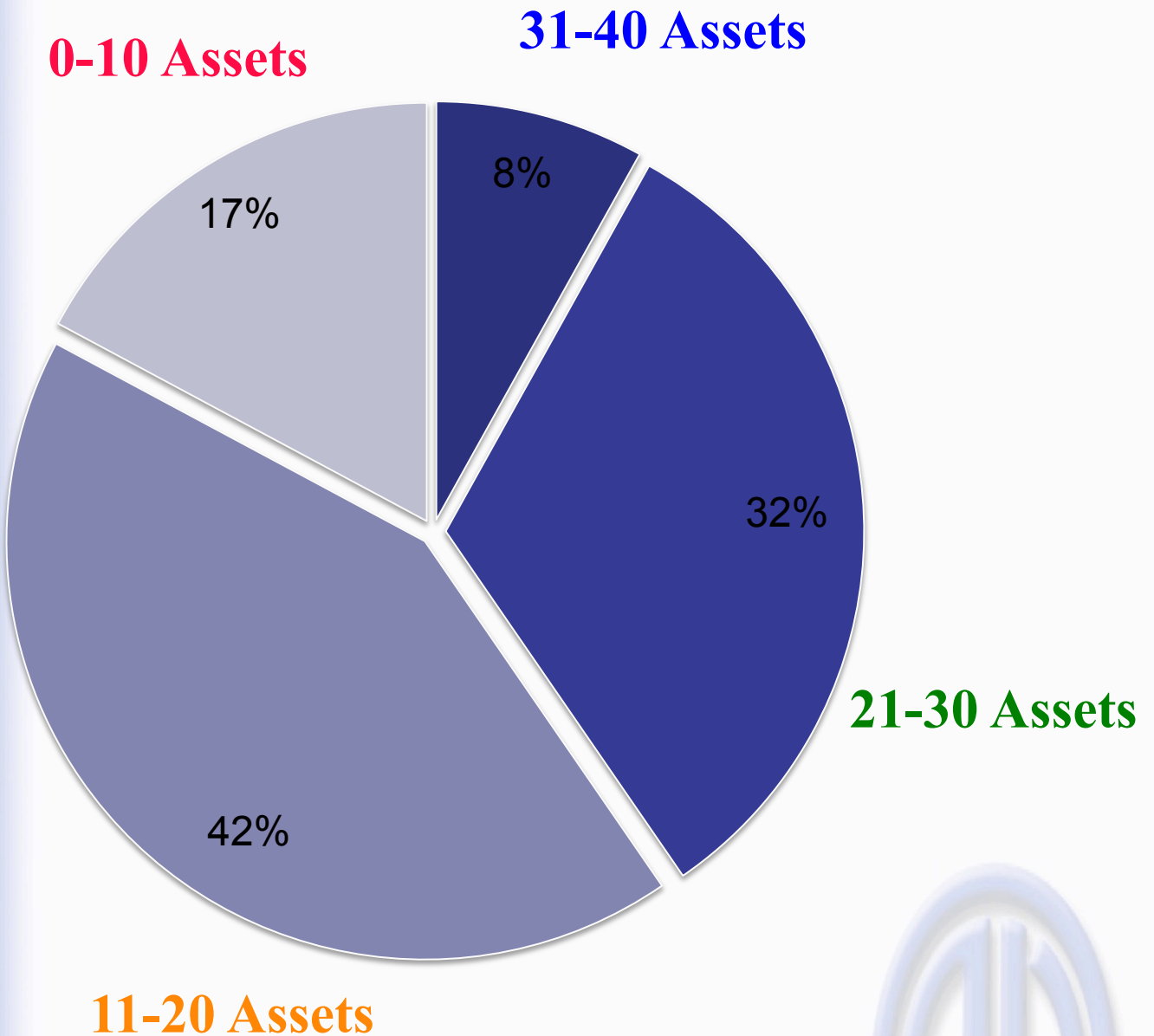
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# National Composite Asset Count



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